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ABSTRACT

This document outlines a presentation on the use of music activities to develop reading and composition skills in young children. The outline describes how music contributes to language arts development and presents several classroom activities. Activities to develop reading through music involve creating new verses to songs, cumulative story building, matching rhyming words, illustrating a song, using sound substitutions, and tongue twisters. Activities for composition focus on the importance of tone to illustrate the author's attitudes toward the subject and the audience. Contains 18 references. (KB)

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Developing Reading and Writing Through Music

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Purpose of Session: This session is based on the premise that both reading skill and composition skill can be enhanced through music.

I. Developing Reading Through Music

A. Using Predictable Rhyme with Music

B. Using Phonics: Sound/Symbol Association

C. Using Syllabication with Rhythm

D. Practicing Oral Storytelling with Music

E. Understanding the Author's Tone

II. Developing Composition Through Music

A. Understanding the Importance of Tone

B. Recognizing that Tone is a Clue to Purpose

C. Creating Mood through Music

D. Using Common Tone Words

E. Developing Tone Through Diction (Choice of Words)

Why is Music Important to Language Arts Development?

1. Singing songs introduces children to new words and concepts.
2. Singing increases student attention span and improves their listening skills.
3. Nursery rhymes set to music promote oral language development.
4. Children can see the words and hear the words at the same time as the teacher models.
5. Music transmits cultural heritage.
6. Research indicates that there is a connection between participation in music and improved academic performance in other subjects.

1.

III. Activities to Develop Reading Through Music

A. Creating New Verses

Have students create original verses to the melody and beat of a song.

Procedure:

1. Review the real song. Example: "Rain, Rain, Go Away"
2. Identify the rhyming words and where they occur.
3. Divide into groups of four. Brainstorm words from a picture. Have each group write and sing its variation.

Example: "Wind, wind, blow for me
Move my sailboat through the sea.
Wind, wind, blow for me.
Make me happy to be me.

B. Cumulative Story Building

Have students use substitution to change the story, following the pattern of the story.

Example: (I Know an Old Lady Who Swallowed a Fly)
I know a young boy who hated to work. I don't know why he hated to work. Perhaps he'll hide. I know a young boy who loved to hide. He loved to hide because he hated to work, but I don't know why he hated to work.)

C. Matching Rhyming Words/Word Families

Procedure:

1. Read Jack and Jill several times pointing at the words.
2. Have students identify words that rhyme, circling all of the words with the same rhyming sound a particular color.
3. Divide the paper into two or three columns, depending on the number of rhyming words.
4. Place the rhyming words under the appropriate pattern

Jill	down
hill	crown

5. Ask students to explain how the rhyming words in the same column are the same.

6. **Extension:** Write a new verse for the poem, following the same pattern. Set it to music.

D. Illustrate a Song

Procedure:

1. Sing the song, point to the words as you sing. (several times)

2. Turn the chart stand around. Have children brainstorm everything they remember from the song.

Example: There was a farmer had a dog and Bingo was his name. Oh! B-I-N-G-O, B-I-N-G-O B-I-N-G-O, and Bingo was his name. Oh!

Brainstormed list
farmer, dog, name

3. Place these words in the shape of the song.

_____ _____ __ farmer, ___ _ dog ___
Bingo ___ ___ ____ __.

4. Sing the song again, filling in the blanks.

5. Have students illustrate the song, or a verse in the song. (This really works best with songs with multiple verses.)

E. Sound Substitutions (Apples and Bananas)

Procedure:

1. Sing the first line: I like to eat, eat, eat apples and bananas. I like to eat, eat, eat apples and bananas.

2. Demonstrate the vowel changing pattern using the long vowels first.

Example: (vowels)
I like to oat, oat, oat opples and bononos.
I like to oat, oat, oat opples and bononos.

3. Proceed with the short vowels.

F. Sound Substitutions (consonants)

Procedure:

1. Sing the song correctly.

Example: Pease Porridge Hot

3.

2. Substitute the same consonant throughout.

Bease Borridge, Hot, Bease Borridge Cold
Bease Borridge in the Bot, Nine Days Old.

G. Rhythm Matching

Hot cross buns, hot cross buns
One a penny, Two a penny
Hot, cross buns

Procedure:

1. Drum the rhythm for each line of the song.

2. Brainstorm words related to a picture or story, making columns for one and two syllable words.

Example:

three	Chinese
girls	frightened
tree	hungry
leaves	
wolf	

3. Substitute these words in the identical rhythm pattern.

Three young girls, three young girls
Frightened of the hungry wolf
Three young girls.

H. Tongue Twisters

Use alliteration to create a tongue twister.

Procedure:

1. Ask students to brainstorm words beginning with <u>your</u> first name. Place these words in lists designated by their part of speech.

Nouns	Verbs	Adjectives
Sue	saw	silly
sack	scored	simple
Saturday	see	seven
Santa	said	

2. Create possible tongue twisters with the listed words.

Example: Sue said, See my silly Santa sack.

3. Clap the rhythm.

4. Have students do their own name.

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I. Contrasting Speaking and Singing Voices

To help students understand the concept of timbre in music, sing a familiar song, singing one line and speaking the next.

"Old MacDonald had a Farm" works well with this.

J. Instrumental Match, Rhyming Words

Use this strategy with any rhyming poem. Children are to use their instruments to acknowledge the beat of a poem. They play their percussion instrument with every rhyming word.

K. Non-fiction Connection
Procedure:

1. Choose an animal to study.

2. Brainstorm words and phrases about the animal under designated headings.

What does it do? What does it look like? Where does it Live? What does it eat?

3. Create a song to the tune of Kookaburra using the ideas in the brainstormed list.

IV. Developing Composition Through Music

A. Understanding the Importance of Tone

Why is tone important?

1. The tone shows the author's attitude toward the subject as well as toward the audience.

2. Identifying the author's attitude helps the reader understand the author's purpose.

3. The writer's tone is revealed through diction, or word choice. (Denotation: the dictionary definition vs. Connotation: additional meanings because of associations.

Examples: ladies and gentlemen vs. guys and dolls
springtime-youth

4. Imagery affects tone.

5. Devices such as repetition, alliteration, rhythm, rhyme, personification, and onomatopoeia communicate the author's attitude toward the subject.

6. Sentence structure affects the tone of the text.

B. Developing Tone in Composition
Procedure:

1. Play music in the background while brainstorming words and phrases from both a displayed picture and the music.

   Example: The picture is a boat in the ocean.

   Brainstormed list:

massive earthquake	countdown	cave	diver
tiger shark	tremor	fish	busy
rocky coral	reef	island	hunted
octopus	archeology	amazing	predator
air tank	sea turtle	culture	kill
struggle	jaws of steel	bloody	puncture
	lifelessly	surface	surgery

2. Brainstorm possible feeling words, looking at the previously brainstormed list. Place the word or on the left side of the graphic.

Curious ---------- Beginning

searching for cave
diving below sea level
marvel at creatures
remote Pacific island
circle the reef

Fear/Anxiety ---------- Middle

shark moves in for kill
pierced air tank
oxygen tank exploded
attacks scientist
wrestle with shark

End

Relief

hunter lifeless at sea bottom
help was there
rehabilitation
thankful for life

3. Ask students to consider what they think the characters would be doing to make themselves feel the ways identified in the graphic. New words and

phrases can be added to the brainstormed list. Specifically, ask students to think of events which might occur in their story to make the characters feel that way. What methods can we use to emphasize the feelings?

(See completed graphic above)

4. Use the brainstormed list and the graphic to write a story about the picture.

5. Based on your words, what do you think the tone of your composition is? Excitement

SAMPLE COMPOSITION

(Two archaeologists are exploring a sunken island for clues to an old culture.)

...It was a fantastic find. But a tiger shark cared nothing about any of this. The silent predator moved in for the kill. Unaware, Will continued his work. Then, with the force of an runaway automobile, the shark rammed into Will's left air tank. Oxygen exploded from the cylinder. Joel had time to think, but not to act. The shark bit down on his right arm with jaws of steel.

... Will raised his diving knife and plunged it into the shark's cold, left eye. The hunter floated lifelessly to the bottom of the ocean floor. Will took Joel slowly to the surface, where help was waiting. After months of surgery, stitches and pain killers, Joel's arm fully recovered. Both Will and Joel felt thankful to be alive, but would never forget the day they became the HUNTED!

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